

California State University
SAN MARCOS

Psychology Department

Graduate Student Handbook
for the Master of Arts
in
Psychological Science

2026 – 2027

https://www.csusm.edu/psychology/maprogram/

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Introduction

Greetings prospective and entering graduate students!

The Psychology faculty developed this handbook to introduce our Master of Arts program in Psychological Science. If you are considering CSU San Marcos as a possible choice for graduate school, our handbook will give you some insight into our goals, curriculum, and strengths. If you are already admitted to our program, the handbook will inform you of our policies, procedures, and requirements. In any event, our handbook will be a useful tool toward determining your graduate school and professional objectives.

The graduate school experience in our program is challenging and rewarding, allowing you to develop and grow in your specific field of study. Our program also offers the opportunity to develop professional and collegial relationships with accomplished and devoted faculty. All of us wish you the best of luck as you pursue your educational and career goals.

Regards,

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Professor and Chair of Psychology

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Associate Professor and Graduate Coordinator

Mission Statement

The mission of the graduate program in psychological science at CSU San Marcos is to provide graduate education of the highest caliber to qualified students from the local community and beyond, leading to the Master of Arts (M.A.) degree. Our objective is to prepare students for the following: continued study at the doctoral level; a variety of positions in business, industry, and the public sector; and/or academic careers at the two-year college level. It is our belief that excellent graduate education is best accomplished in an atmosphere in which graduate students are treated collegially and are closely mentored by the faculty. We are committed to the study of psychology as a scientific enterprise, and our program will encourage the development of skills that are consonant with the scientific spirit of inquiry and the critical thinking, articulate verbal expression, quantitative reasoning, and healthy skepticism of graduate-level study. In keeping with the mission of CSU San Marcos, we offer our students a curriculum that includes opportunities to enhance professional development and to contribute to the community at large. In addition, our program seeks to recognize the value of multicultural perspectives and to be sensitive to diversity concerns.

Our graduate degree is designed to accommodate students with a wide range of goals. The active research programs of our faculty, and our recognition of psychology as a scientific enterprise, provide graduate students with intensive research training and course work in primary content areas that are central to preparation for more advanced graduate work. Likewise, students who have aspirations for careers in community college teaching, community service, or business and industry, benefit from our program's emphasis on critical thinking, research methods, and advanced course work. Individual career goals are served by allowing choice in the content of the thesis research and by providing a curriculum that provides options in course content areas.

Many students undertake graduate work in psychology in order to pursue careers in clinical psychology or psychological counseling. Training specifically geared to those seeking licensure as a Marriage and Family Therapist (MFT) or Licensed Professional Clinical Counselor (LPCC) is not offered by our program. However, the program *will* prepare students to better compete for admission to doctoral programs in clinical or counseling psychology. Students with interests in clinical or counseling psychology will find opportunities to pursue course work and thesis topics at CSU San Marcos that are related to their interests. Similarly, we do not offer course work or training that is specifically aimed at preparing students to deliver ABA-based services, nor do we offer the courses that are required for becoming a board-certified behavior analyst (BCBA). However, our curriculum and research opportunities may be of interest to students who are interested in a research-based Master's program as part of their preparation for the BCBA.

Mentoring

It is our belief that the quality of a student's graduate experience is, in large measure, a reflection of mentoring. Too often, especially in graduate programs that have large faculty-student ratios, students do not receive adequate faculty supervision. In our program, each student is carefully mentored throughout their training at CSU San Marcos. No student will be without an adviser at any time in her/his course of study, including during periods of part-time

study. Our aim is to include our graduate students in the every-day life of the department: offering teaching opportunities in PSYC 680, inviting participation in faculty research programs, and welcoming involvement in general departmental activities such as colloquium series, curricular decision making, and social events.

Upon acceptance into our program, a student will be assigned a faculty adviser whose research interests appear to match those of the student. Students are free to seek an adviser other than the one originally assigned, should interests change in the early part of the student's program. The faculty understands that the professional and personal compatibility of students and faculty may change, and if another faculty member is willing to assume the role of adviser, there is no problem with making such a change. However, if a student wishes to change their committee membership (the adviser or any other committee member) after the second year of study or any time after the thesis proposal has been presented to the faculty, the change must be approved by a majority vote of the Psychology faculty.

Admission Requirements

To be considered for admission, applicants should have a Bachelor's degree in psychology, or a Bachelor's degree plus one course in statistics and at least 4 upper-division courses of 3 to 4 units each in psychology from an accredited university. Among the upper division courses there should be one or more laboratory courses in psychology. Applicants should have computing skills relevant to graduate course work in psychology, including statistical software experience. Admission to the program will be heavily influenced by the breadth and appropriateness of undergraduate course work, research interest that closely matches that of a psychology faculty member, and research experience in psychology. In addition, applicants should have a grade point average higher than 3.0 in the last 60 units of undergraduate study, plus at least a 3.0 average in upper-division psychology courses.

The Graduate Record Exam (GRE) is optional. If you think your scores are a good measure of your ability, by all means report them. However, you will not be penalized or at any disadvantage for failing to take the test or report the scores.

International applicants should contact the Office of Global Education regarding requirements for admission to the university.

Applications for admission for Fall 2026 will be due on February 1, 2025. Information about the application process can be found on the Psychology Department's MA webpage https://www.csusm.edu/psychology/maprogram/

Degree Requirements

The program requires 33 semester hours (11 courses) of study, at least 27 of which are from the graduate level (500 or 600 series). All students will do a substantial piece of empirical research leading to a thesis. The thesis will be planned and executed while the student is enrolled in course work in the Master's program and must be approved by the student's thesis committee (see thesis requirements subsection below).

Academic Standing

The policies relating to academic probation, disqualification, and reinstatement are on the "policies" tab of the Office of Graduate Studies (OGSR) web page www.csusm.edu/gsr/. We urge you to go to this site and carefully read the policy, which applies to graduate students throughout the university.

Graduate Status

Students must be continuously enrolled during the academic years unless they apply for a leave of absence (see below). Students need not enroll in courses during the summer, except that if the thesis is to be submitted to the library in the summer the student must be enrolled.

Our program is designed for full-time study. Unless an exception is requested and granted, graduate students are expected to engage in full-time study in each of the first four semesters. Students should complete all courses in four semesters, although thesis work may take the student into extra semesters. On rare occasions, students may enroll on a part-time basis with the approval of the adviser and the graduate coordinator. The schedule for completion of the degree is adjusted accordingly. All students are expected to complete the degree according to a study plan formulated by the student and adviser, and in no case may a student take more than five years to complete the degree.

Leave of Absence

In accordance with CSU San Marcos policy, a student may request a leave of absence for valid medical, planned educational, or professional reasons. https://www.csusm.edu/cehhs/studentservices/graduate/current/pdfs/frequently_used_forms/late_of_absence_request.pdf Note that the request form must be filed *prior* to the end of the add/drop period of the semester to which the leave will apply. Except during the summer, graduate students in Psychological Science must apply for a leave of absence whenever they are not enrolled in at least one course. During a leave of absence, the student will not use University resources or faculty time. A LOA cannot be taken if the student only has the thesis left to complete. If you fail to register for course work and fail to apply for a leave of absence, you will be dropped from the program.

Students are responsible for consulting current University policies and procedures (https://www.csusm.edu/cehhs/studentservices/graduate/current/university_policies_for_graduate_students.html) and maintaining communication with the Graduate Coordinator while on leave: A Leave of Absence may be approved for up to two consecutive semesters (excluding summer). Students who do not return within the approved leave period may be required to reapply to the University and/or the graduate program.

Graduation

Psychological Science graduate students need to apply for graduation in the semester prior to the expected semester of graduation. Students cannot apply for graduation until

they have been advanced to candidacy. A candidate must apply for graduation with the Office of Registration and Records. If you apply to graduate but you do not finish in time, you must cancel your application for that semester and reapply for the next semester. It is the responsibility of the student to initiate and complete these steps when preparing to graduate.

It is Psychology Department policy that a student will be hooded at commencement if and only if the thesis has been completed and signed by the committee. Students whose thesis is nearly done may participate in commencement if they wish to, but they will not be hooded. If being hooded is important to you, do not make plans for participating in commencement until it becomes evident that your thesis will indeed be signed in time.

The Curriculum

The graduate curriculum reflects the scientific enterprise of psychology, emphasizing design, methodology, and analysis within the context of major content areas. Students will be given valuable training and experience in pedagogy in PSYC 680 (Teaching of Psychology), which all students will take. Students planning to seek future employment in clinical, industrial, or other community settings have the additional opportunity to engage in a supervised field experience (PSYC 681 Field Placement).

Required Courses

The courses required for the graduate program are:

PSYC 520	Graduate Statistics
PSYC 530	Advanced Research Methods
PSYC 600	Contemporary Issues in Psychology
PSYC 680	Teaching of Psychology
PSYC 699	Graduate Thesis

In addition to the above five courses, each student must complete four graduate proseminars from among the following:

PSYC 550	Proseminar in Social/Personality Psychology
PSYC 552	Proseminar in Developmental Psychology
PSYC 554	Proseminar in Cognitive Psychology
PSYC 556	Proseminar in Biological Psychology
PSYC 558	Proseminar in Counseling/Clinical Psychology
PSYC 560	Proseminar in Selected Topics in Psychology

Note that you may be taking one of these seminar course numbers more than once, simply because the topics within that course can be very different. So, for instance, you may find that you take PSYC 554 in your first year, with the emphasis being on the study of memory, and then you take it again your second year because the topic of PSYC 554 that semester is language.

Because our program has a relatively small number of graduate students and faculty, we cannot afford to offer our students a wide choice of proseminars each semester. Although we would like to be able to do so, we make no apologies for the fact that students

take courses in areas that are not in their most immediate realms of interest. We think it is important that you are broadly educated in psychology. You may not be interested, for instance, in developmental psychology, but this lack of interest does not exempt you from needing a graduate-level understanding of the basic issues and methodologies in that field. Therefore, although you might be disappointed at having to take one or more seminars in your least favorite areas of psychology, the attitude you should cultivate is one that recognizes the importance of getting an excellent education in your discipline.

Proseminars in other departments may not be taken in place of the proseminars offered by the Psychology Department, and both part-time and full-time students must enroll in a seminar in each of their first four semesters. That is, students may not avoid a particular seminar by intentionally skipping it or by looking for a graduate seminar elsewhere.

Elective Courses

Students may take (with consent of adviser) one or two courses (maximum six units) from the 400-level psychology undergraduate curriculum as one of their official courses for the master's degree. Most of our students need to take Advanced Statistics (PSYC 424) in the first semester of study so that they are prepared for PSYC 520 (Graduate Statistics) in the following semester. One other 400-level course can also be used as an elective, although this isn't typically needed or desirable. The elective courses in the graduate curriculum at the 600-level are:

PSYC 690 Graduate Research
PSYC 681 Field Placement
(Note: PSYC 681 may not be used as a means of acquiring course credit for research. If a student wishes to carry out a research project, s/he should register for PSYC 690.)

Credit/No Credit

Students may not elect credit/no credit for any course counted toward the degree that is also offered on a letter grade basis. PSYC 680, PSYC 699, and PSYC 700 are graded credit/no credit.

Courses Taken Elsewhere

The units from graduate-level courses and successfully completed while a student was an undergraduate or a post baccalaureate student will not count toward the Master's degree should they be accepted to the program. Although certain requirements may be met by having completed the graduate courses, the total number of graduate units toward the Master's degree will not be reduced. For instance, a graduate statistics course taken as an undergraduate may fulfill the graduate statistics requirement (if approved by the faculty). In this case, the student chooses an elective to replace PSYC 520. Typically, that replacement would be PSYC 690 (Graduate Research).

On occasion, a graduate student may wish to take a graduate-level course at another university. Units towards the M.A. earned at institutions other than CSU San Marcos may not

exceed six and must be approved by the adviser and graduate coordinator. With rare exceptions, proseminars at other institutions may not be substituted for proseminars in the Psychology Department at CSU San Marcos. If a graduate student was previously enrolled in another graduate program, up to six units of that course work may count toward the 33 units required in our program, if approved by the faculty. Students should not expect that courses taken elsewhere as a graduate student will transfer unless the student can show, to the satisfaction of the faculty, that prior work is truly equivalent to CSU San Marcos graduate course work.

Attending Presentations

Graduate students are expected to attend **all** professional presentations (e.g., talks by invited speakers) on campus that are relevant to psychology. Furthermore, graduate students are expected to attend **most** thesis proposal presentations and thesis defenses. This expectation holds for all students in the program, including students beyond the second year.

Course of Study

Typically, students should proceed with graduate course work in the sequence given below. Any deviations from the sequence must be approved by the graduate coordinator and the adviser. Students should be aware that participation in the adviser's lab and progress toward the thesis is expected each and every semester, even if research units are not being taken. All graduate courses, with an occasional exception, are held during the day.

<u>First year, first semester</u>

- PSYC 600 Contemporary Issues in Psychology
- Proseminar
- PSYC 424 Advanced Statistics

(Students who completed PSYC 424 or its equivalent as an undergraduate may take PSYC 690 instead, with advisor's approval)

<u>First year, second semester</u>

- PSYC 530 Advanced Research Methods
- Proseminar
- PSYC 520 Graduate Statistics (Students who completed PSYC 520 or its equivalent as an undergraduate may take PSYC 690 instead, with advisor's approval)

<u>Second year, first semester</u>

- PSYC 690 Graduate Research
- Proseminar
- PSYC 680 Teaching Psychology

<u>Second year, second semester</u>

- PSYC 699 Graduate Thesis
- Proseminar

(Note: additional units may be needed to meet financial aid requirements and are usually taken as additional PSYC 690 units for research participation other than the research being done for

the thesis.)

Students should understand that it will be necessary to work on thesis planning, research, data analysis, and/or writing during the summer between the first and second year and, likely, during the summer after the second year. Most students find that they need to use the second summer to complete the writing of the thesis (see descriptions of GRAD 699 and PSYC 700 on page 13).

Advancement to Candidacy

You are advanced to candidacy when you have completed at least 15 units and have successfully presented your thesis proposal to the faculty. At that time, you should ask the graduate coordinator (currently Dr. Caine) to change your status to "advanced to candidacy" in the People Soft system. You should check myCSUSM to be sure your status has been updated. Remind the coordinator to do this if necessary.

Time Limits for Progress Toward the Degree

According to university regulations, as stipulated in the CSU San Marcos catalog, students in graduate programs at CSU San Marcos have five years to complete the degree. If you begin coursework in Fall 2024, you must be finished with all requirements (including a complete, signed, thesis) by the last day of the summer session in 2029. Except in extreme circumstances, there will be **no exceptions** to this rule, and leaves of absence will not extend the deadline. You will be dropped from the program if you fail to complete all requirements in five years.

In light of the five-year deadline for completion of all requirements for the degree, it is extremely important to maintain steady progress toward completion of your degree. Therefore, students must propose their thesis to the faculty NO LATER THAN the last day of final exam week in the fourth semester of course work. If a student has taken a Leave of Absence during the first two years, the date will be extended to December 15 of the fifth semester. These deadlines stand even if a student has not taken a full load of courses each semester. Please note that we strongly encourage you to propose your thesis in the third semester of study, a goal that is quite possible to achieve if you work diligently over the summer between your first and second years. (see Thesis Proposal, below).

Students must demonstrate progress toward the degree at all times (except during a Leave of Absence). Once all course work is completed (usually 2 years) you must continue to demonstrate that progress is being made toward completion of your thesis. If you fail to make progress you are in danger of being dropped from the program, even if your five-year limit has not been reached. For example: Student X enters the program in Fall 2023. She completes all of her courses and successfully proposes her thesis project in May 2025. She then gets a job and although she enrolls in PSYC 699 in Fall 2025 and PSYC 700 Spring 2026, she makes little or no progress on her thesis during that academic year. In September 2026 she is sent a letter from the graduate coordinator stating that she will be dropped from the program if she has not collected all her thesis data by December 2026. Student X does not do so, and is dropped from the program, even though her five-year limit has not expired.

Annual Plans and Evaluations

To help students make consistent progress toward the final goal of a Master's Degree, each student will meet with their adviser in September of each year and devise a written Academic Plan for the coming year. This will include the courses in which the student will enroll and the identification of steps that will be taken toward the development, execution, and completion of research leading to the thesis. Target dates will be included in the Plan. A copy of the Plan should be retained by the adviser and reviewed with the student at the end of the year (May). At that time, the student and their adviser will fill out a Year's End Progress Report/Reflection, commenting on the extent to which the student met or failed to meet the goals stated in the Plan. If deemed necessary by the adviser, the adviser and student will meet with the graduate coordinator to discuss ways in which the student can better accomplish those goals, as set forth in the Plan.

First Year Writing Assessment

University policy no longer requires a formal writing assessment for graduate students. However, we believe that an early assessment of our students' writing is beneficial, and so this will be done at the end of the first semester, using the literature review written for PSYC 600. See Appendix A.

Course Descriptions

PSYC 520 Graduate Statistics This course will introduce students to theory and application of some of the more advanced parametric and nonparametric statistical techniques employed in psychological research. Topics will include but are not limited to multiple regression, analysis of covariance, factor analysis, causal modeling, and discriminant function analysis. (Prerequisites: PSYC 424 or its equivalent and consent of instructor)

PSYC 530 Advanced Research Methods Advanced study of research design, including experimental, quasi-experimental, and non-experimental designs, assessment of reliability and validity, and ethical use of human and animal subjects in research. (Prerequisites: PSYC 424 or 520 or consent of instructor)

PSYC 550 Proseminar in Social/Personality Psychology. An exploration of research and theory in social and personality psychology. Advanced study of theories of personality and individual differences, social perception, group processes, attitudes, and the application of personality and social psychological theories across a variety of social, institutional, and cultural settings. A substantial portion of class time is devoted to the critical examination of current research articles and theoretical models in social/personality psychology. Students will make formal oral and written presentations of individual or group projects/assignments. (Prerequisite: enrollment in the graduate program or consent of instructor)

PSYC 552 Proseminar in Developmental Psychology. Advanced study of current research and theory in developmental psychology. Issues such as temperament, attachment, gender-identity, cognition, and emotion will be considered from a developmental perspective, as well as the influences of family relationships, social-interactions, cultural values, education, and social policy on development. Class discussions and assignments will encourage critical and

analytic thinking as well as active learning approaches. Students will make formal oral and written presentations of individual and/or group projects. (Prerequisite: enrollment in the graduate program or consent of instructor)

PSYC 554 Proseminar in Cognitive Psychology. Advanced study of human cognition. Course will focus on theory and research in areas such as attention, categorization, memory, knowledge representation, learning and skill acquisition, psychology of language, thinking, reasoning, problem-solving, and judgment. Relevant issues in neuropsychology, cognitive development, and cognitive disorders will be included to complement the focus on normal adult performance. The role of culture in cognitive activity will be discussed. Class discussions and assignments will center around a critical examination of current literature in these areas, including both integrative and inter-disciplinary (cognitive science) perspectives. (Prerequisite: enrollment in the graduate program or consent of instructor)

PSYC 556 Proseminar in Biological Psychology. Advanced study of the biological bases of behavior. Students will explore current research and theory in neuroanatomy and physiology, endocrinology, evolutionary theory, and the adaptive significance of behavior. Where appropriate, issues of global environmental change and its effects on health and species diversity will be addressed. Class discussions and assignments will center around a critical examination of current research articles and theoretical models in comparative and physiological psychology. Students will make formal oral and written presentations of individual or group projects. (Prerequisites: enrollment in the graduate program or consent of instructor)

PSYC 558 Proseminar in Counseling/Clinical Psychology In-depth seminar designed to investigate and discuss current topics in counseling/clinical psychology, including assessment and intervention techniques, professional ethics, multicultural issues, and outcome research. Students will present formal written and oral presentations and lead class discussions of advanced issues relevant to counseling/clinical theory, research and/or practice. (Prerequisites: enrollment in the graduate program or consent of instructor)

PSYC 560 Proseminar in Selected Topics in Psychology Examination of a topic of current interest in a specific area of psychology. *Enrollment restricted to students enrolled in the psychology graduate program.*

PSYC 600 Contemporary Issues in Psychology First year graduate students will receive exposure to theoretical background, current research, and contemporary issues in counseling/clinical, cognitive, comparative/physiological, developmental, and social/personality psychology. Presentations will be given by faculty, second year graduate students, and guest speakers in their fields of expertise. Professional issues including ethics in psychological research and practice, the dissemination of scholarly discourse, the status and coherence of the discipline, and its role in a multicultural, global society will also be explored. (Prerequisite: admission to the graduate program)

PSYC 680 Teaching of Psychology An introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology. Students will explore a range of options available to a college instructor in the presentation of course material, learning assessment tools, test construction, and grading. Different styles of learning, especially as they may apply to a multicultural student population, will be explored. Students will

have the opportunity to write and practice giving lectures, lead discussion groups, and construct exams. Graded as credit/no credit only. (Prerequisites: completion of 15 units in the graduate program and consent of instructor)

PSYC 681 Field Placement Students will spend a minimum of ten hours per week working within a social service, mental health, educational or business/industry setting, with the goal of applying psychological knowledge to and learning about the delivery of services in that setting. Students will be supervised both on site, and by the course instructor. Students enrolled in the course will meet 3 hours per week as a group to discuss issues and readings relevant to their experiences. Graded as credit/no credit only. (Prerequisites: completion of 9 units in the graduate program and consent of instructor)

PSYC 690 Graduate Research Faculty-supervised research. May be repeated, but no more than 6 units of credit may be applied toward the Master's degree. (Prerequisite: admission to the graduate program). Students will spend a minimum of ten hours per week conducting research supervised by a faculty member. The students and faculty member will meet at least one hour per week to discuss research issues, readings, and progress on the project. The course has variable units (1-3). Weekly hours for supervised research with less than 3 units will be adjusted by the faculty member. A student should consult with the adviser regarding research activities that require approval of the CSU San Marcos Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC).

PSYC 699 Graduate Thesis Preparation of the thesis. Graded as credit/no credit only. (Prerequisite: completion of 27 units in the graduate program and formal approval of the thesis proposal).

At the end of the semester, if the thesis is not complete, the student will be issued a grade of RP (Report in Progress) if the adviser believes that the student has made satisfactory progress toward completion of the thesis. When the thesis has been successfully defended and accepted, the advisor will submit a grade change form from RP to CR (credit). No letter grade is issued for the thesis, and a grade of Incomplete is never appropriate for PSYC 699. If the thesis is not completed at the end of the term, but a grade of RP has been issued, the student must enroll in GRAD e699 (if and only if the thesis has been successfully defended..see below) or PSYC 700 in all subsequent fall and spring semesters until the thesis is completed. If the thesis is to be defended and submitted to the library in the summer, enrollment during the summer session is required.

Students cannot enroll in PSYC 699 until the thesis proposal has been presented to the faculty and approved by the student's committee. Students should be aware that it almost always takes more than one semester to collect and analyze data and write the thesis.

PSYC 700 Thesis Extension. This course is limited to students who have earned an RP in PSYC 699 and who have not yet defended their thesis. The course has variable units and is graded credit/no credit. (Prerequisite: prior registration in PSYC 699 with an assigned grade of RP).

GRAD e699. This course is limited to students who have earned an RP in PSYC 699 AND who have defended their thesis. It may be taken only ONCE. The course carries no units; it is simply a way of registering the student in the university so that the thesis can be turned in to the

library. (Continuous registration and registration at the time of thesis deposit is required by University policy). (Prerequisite: prior registration in PSYC 699 with an assigned grade of RP and successful defense of the thesis). No grade (not even CR/NC) is given for GRAD e699.

Thesis

Research leading to the thesis will be the culminating experience for each student enrolled in the Master's program. The thesis will be a substantial product of original empirical research carried out under the close supervision of a faculty adviser and two additional thesis committee members.

Standards for Thesis Research

All theses conducted in fulfillment of the Master of Arts in Psychological Science must conform to five **required** criteria. The student must:

1. Develop an original thesis question that can be addressed with empirical data
2. Propose the thesis to the faculty, and be prepared to make changes to the proposed research at the direction of the thesis committee and with advice from other faculty in attendance at the oral proposal session
3. Collect data to address the thesis question
4. Conduct the analyses of the data
5. Write and defend the thesis to the thesis committee

There are two general paths to the thesis, both of which are consistent with the above criteria.

Path A to the thesis

In path A, which is the more common path and should be followed if possible, the student will work with her/his advisor to identify a thesis topic that is centered around an original research question. As part of the process of developing the idea into a thesis proposal, the student may collect pilot data. The student will work toward developing a written research proposal that is approved by the three-person thesis committee (advisor plus two additional faculty members) before the proposal is presented orally to a panel of faculty comprised of the thesis committee and at least three additional faculty members. All faculty in attendance at the proposal will participate in the decision as to whether the student passes, and if there are any changes required before the student begins the study.

Assuming that the student passes the oral proposal, and once they make any necessary modifications per the judgement of the faculty, the student may begin data collection. Data collection for the thesis (other than pilot data) may not take place before this time. It is understood that IACUC or IRB approval has been given for the research prior to data collection. The student will be the primary data collector, although there may be research assistants who contribute to data collection.

Once data are collected, the student analyzes the data and writes the thesis. The thesis is defended in front of the thesis committee (other faculty and all students are encouraged to attend). The thesis committee may agree to ask the student to make changes to the document before signing the final draft of the thesis.

Path B to the thesis

The second path differs from path A in that some of the data that are used in the thesis are collected before the student has proposed the thesis. Typically, in these cases, a graduate student has joined an ongoing research project, usually one for which the advisor is the PI, in their first semester. In the judgement of the advisor, the commitment to this project is such that developing a separate topic of research that would constitute a high-quality thesis is not feasible. *Rather, the student works with their advisor to determine a particular thesis question that can be answered in conjunction with the ongoing data collection*.

To maintain compliance with the five required components of all theses in our department, the following stipulations will hold for theses conducted under path B.

- The student will identify an original thesis research question. That is, the thesis question may not be one that the advisor has previously identified as a question that will be answered with the data being collected in the ongoing study (required criterion #1, above).
- Even if the student's original research question can be addressed with data that have been collected as part of the ongoing study, the student must collect additional data (required criterion #3, above). This can be additional data of the same sort, or, preferably, data relevant to a variable that only arose in the context of identifying the thesis research question. If the latter, data of a different sort will be collected in conjunction with the ongoing data collection process.
- To take path B, the student must propose the thesis on or before October 1 of the second year, so that faculty may have a chance to meaningfully comment upon and suggest changes to the student's thesis research proposal (required criterion #2, above). Students who will follow path B to the thesis must be made aware of the accelerated timeline, and the advisor must help the student make a plan to accommodate this timeline.

All other aspects of the thesis process remain the same as described above for path A.

There are two other stipulations that apply to *all* theses, regardless of path.

- In no case may a student conduct a thesis based *entirely* on data that have been collected by someone else (e.g., existing data sets from public or private sources, or data maintained by a faculty adviser as part of her or his research program). The student may use these data as part of the thesis, but the requirement that all graduate students must gain the skills associated with thesis data collection (required criterion #3, above) must still be met by having the student collect additional and meaningful data in conjunction with the research question that is proposed to and approved by the faculty.
- Faculty advisers should direct graduate students away from thesis proposals that will rely solely on survey data collected through HPP that require no interaction with participants beyond having them complete questionnaires. Although such a thesis would technically meet the five required criteria listed above, it does not meet the spirit of our belief that a high-quality thesis involves more direct interaction with or observation of subjects/participants in the context of a true experiment, a quasi-experiment, or an observational study. Exceptions to this guideline might include thesis projects that require unusually complex or sophisticated manipulations or analyses of the survey data. Correlational studies that involve data collection outside of or in

addition to HPP (e.g., conducting surveys in an organization with which the student has had to establish a professional relationship) are also acceptable thesis projects.

Faculty advisers are encouraged to consult with colleagues at a department meeting should they feel uncertain about the compliance of a potential thesis topic with the above regulations.

In no case should a student who is following path A to the thesis begin to collect data prior to the formal presentation of the proposal to the faculty, and students following path B should be aware that faculty may ask for adjustments to ongoing data collection associated with the unique research questions being asked in the thesis.

Thesis Committee

Students and their advisers will work closely together to identify possible research topics for a thesis. Together the adviser and student will select and ask two additional faculty members, usually from the tenure track psychology faculty to serve on the thesis committee. A student must obtain the consent of each faculty member who will serve on the thesis committee. Upon approval of the student's adviser, a professional member from the community or another university with background pertinent to the research topic may be substituted for a psychology department faculty member as the third member of the thesis committee. Likewise, with approval of the adviser, a member of the lecturer staff in the Department of Psychology may be substituted for a psychology department faculty member as the third member of the thesis committee. However, at least two of the three thesis committee members must be current or emeritus CSUSM tenure-track psychology faculty members and all members of the thesis committee must hold doctoral degrees. Emeritus faculty may continue to serve on thesis committees with the agreement of the student, advisor, and faculty member. Students should be aware that faculty participating through the Faculty Early Retirement Program (FERP) may not be available every semester and should plan thesis timelines accordingly.

In some cases, a student will rely primarily on the adviser for thesis development; in other cases, the committee members will be consulted more substantively. Although committee members differ in the extent to which they are involved with your thesis, students must be careful not to exclude them from the process of approval of the proposed work. Remember that all three members of the committee must approve the proposal before it can be presented to the faculty (see below). Do not go so far in planning your thesis that you are not able to make adjustments according to the recommendations made by your committee.

Students can reasonably expect that committee members will respond to drafts of their proposals or final thesis *within two weeks*, unless there is some special circumstance. If you have not heard from a committee member after two weeks you should feel comfortable in reminding them that you await comments in order to move forward.

Thesis Proposal

Students must be able to describe their proposed thesis in two formats, written and oral, with the former preceding the latter. The departmental expectation is that the written thesis proposal on which the oral proposal is based should be able to stand alone in describing the

proposed work in a complete and clear way. The written document is a prerequisite for the oral version of it. As stated above, in no case should a student who is following path A to the thesis begin to collect data prior to the formal presentation of the proposal to the faculty, and students following path B should be aware that faculty may ask for adjustments to ongoing data collection associated with the unique research questions being asked in the thesis after hearing the thesis proposal.

The Written Proposal

The written proposal must include a thorough, well-organized review of relevant literature with the aim of providing a clear rationale for the research questions/hypotheses. It must also include a detailed method section that carefully depicts the ways in which the research will be carried out, including the planned statistical analyses. Results of pilot testing may, but need not, be included in the proposal. It is often the case that multiple revisions of the draft are required before all members of the committee are satisfied that it is ready to be proposed. The written proposal must be approved by all three committee members before the oral thesis proposal can be scheduled.

The Oral Proposal

The purpose of the oral proposal presentation is three-fold: (1) to allow faculty who are not on the committee, as well as fellow graduate students, to assess and offer suggestions for improvement of the thesis project; (2) to give graduate students valuable experience in presenting and defending planned research to other scientists; and (3) to provide a collegial educational opportunity for all students and faculty. The thesis proposal session is in-person, public, and open to all students, faculty, and staff. In the oral presentation of the proposal (20 min) the student must describe the contents of the written proposal in a clear, well-organized way that reflects the student's understanding of the planned research. After the 20 min presentation there will be time for questions from the audience (20 min) prior to private deliberation by the faculty in attendance.

In addition to the committee, at least three members of the faculty must agree to attend the oral proposal session. All faculty who attend must do so in person. Faculty attending the oral proposal will a) determine if the student successfully presented her/his proposal (i.e., "passed") and b) discuss possible changes to the rationale or method of the project. If, by consensus, particular changes are deemed necessary, the adviser will communicate them *in writing* to the student, copying all committee members and the Graduate Coordinator. In some cases, the committee might ask the student to re-write sections of the document prior to starting data collection. This might happen if the faculty feels that the student needs to demonstrate better understanding of issues (methodological or conceptual) raised in the proposal session.

In rare cases, a student may be required to repeat the proposal presentation session. This would happen if the student's project was insufficiently developed or poorly presented. If, after the second proposal presentation, the committee still deems the project insufficient, or believes that the student is ill-prepared to carry out the proposed work, the student may be withdrawn from the program for failure to make sufficient progress toward the degree.

Timing and Deadlines for the Thesis Proposal

Normally, the oral thesis proposal will take place in the third semester of study. **It *must* take place no later than the end of the fourth semester.** Recall that when a student and the committee has determined that path B will be followed (see above), the proposal must be presented to the faculty by October 1 of the second year.

In exceptional circumstances, a student may be granted an extension to as late as the end of the fifth semester. The application for the extension must have the support of the thesis advisor and the Coordinator of the Graduate Program. *The application will only be approved if there are circumstances that made it impossible for the student to make the expected progress toward the thesis in the preceding semesters.* The circumstances required for an exception should also be out of student's control and be an ongoing condition or situation. The policy and form are in Appendix B.

At all stages of thesis development, students must allow committee members ample time to read and comment on drafts. However, students can expect that advisers and committee members will respond to a draft within two weeks, barring unusual circumstances. Students must understand that faculty are under no obligation to quickly read a proposal or attend a session that has been squeezed in just before a deadline.

An abstract must be posted a week in advance of the proposal session. The abstract cannot be posted until the committee and three additional faculty members have agreed to attend the proposal on the day/time stated on the abstract. Students must work to schedule the session at a time when all faculty can be present in-person.

The last day of the final exam period is the last day on which the proposal session can take place in any given semester. Proposals are not allowed during the summer or between semesters. It is critical that students be aware of and plan for the time it takes to reach the point when the thesis proposal has been approved by the committee and is ready to be presented. In order to post the abstract and schedule the proposal by the end of finals week, students must have a very good working draft ready by mid-semester. Therefore, the department has the following policy:

> ***If, five weeks prior to the last day of final exams that semester, the thesis advisor does not believe that the thesis proposal draft is ready to give to the committee (i.e., it is not sufficiently well developed and well written, in the advisor's judgement), that student must wait until the following semester to propose their thesis.***

The above policy has important implications for students who are in their fourth semester but have not yet proposed. As stated above, all students must propose the thesis by the end of the fourth semester. Therefore, if, five weeks prior to the last day of class in the fourth semester, the advisor does not believe that the student's draft is sufficiently developed to give to the committee, ***that student will be dropped from the program***.

Students must present and gain final approval of the proposal before they can enroll in PSYC 699 and before they can apply for graduation or advancement to candidacy.

Thesis Defense

The oral thesis defense takes place once the student has completed the research and written it in APA style. The written thesis draft must be approved by all three members of the student's committee before the oral defense. The draft approved by the committee will be complete, polished, and a very good approximation of what the final thesis will include, understanding that there will likely be changes made to the draft as a function of issues or concerns that arise at the oral defense. The committee should not allow a student to defend a draft that is "rough." The student is responsible, once committee approval is obtained, for arranging a time and place for the defense. Oral defense of the final thesis is in-person and open to all students and faculty, but attendance is required only of the student and the thesis committee. In the PowerPoint presentation (20 min) the student must describe the contents of the written thesis in a clear, well-organized way that reflects the student's understanding of the thesis research. After the 20 min presentation there will be time for questions from the audience (20 min) prior to private deliberation by the committee. The committee will determine if the student has passed the defense and if there are changes that need to be made to the written thesis before it can be signed and turned into the library.

Timing and deadlines for the thesis defense

The abstract must be posted three days in advance of the defense. The abstract cannot be posted until the committee has agreed to attend the defense on the day/time stated on the abstract. Students must work to schedule the session at a time when all members of the committee can be present in-person.

Assuming that the committee can and is willing to convene, thesis defenses can take place at any time, including summers and between semesters. However, students should not assume that the committee will be able or willing to participate in thesis work in the summer or between semesters; students should, therefore, be ready to extend the defense date to the upcoming semester if the summer or the time between semesters is not possible for faculty.

Students must allow committee members ample time to read the draft of the thesis. It is often the case that multiple revisions of the draft are required before all members of the committee are satisfied that it is ready to be defended. As stated above, students can expect that faculty (advisers and committee members) will respond to a draft within two weeks, barring unusual circumstances. However, students must realize that faculty are under no obligation to read a thesis draft more quickly than this or be willing to schedule a defense that has been squeezed in just before a deadline. Students should avoid requesting committee members simultaneously review substantial revisions and schedule proposal or defense meetings on short notice. Faculty are under no obligation to accommodate compressed timelines resulting from delays in thesis preparation.

Typically, students hope to defend the thesis toward the end of the semester in which they wish to graduate. Deadlines for submission to the library in order to qualify for a particular graduation date are typically the last day of classes for that particular semester or session (see below). It is critical that students be aware of and plan for the time it takes to go from the first draft of a thesis to the point of thesis submission. Therefore, the department has adopted the

following policy, which is designed to help the student develop reasonable expectations and to reduce pressure on the faculty to make unreasonable accommodations for the student:

> ***If, four weeks prior to the library's thesis submission date for that semester or term, the thesis advisor does not believe that the thesis is ready to give to the committee (i.e., it is not sufficiently well developed and well written, in the advisor's judgement), that student may proceed with scheduling the defense only if the student acknowledges that the thesis will be submitted sometime after the library submission deadline for that semester.***

This will mean that the student cannot graduate in the current term and enrollment (PSYC 700 or GRAD e699) in a subsequent term will be required.

The Final Thesis Document

The final thesis will be approved and signed when, by general consensus of the student's thesis committee, the thesis is deemed to have met or exceeded a satisfactory level of achievement. This may require one or more revisions of the defended thesis manuscript before a final version is approved.

The thesis is written in APA format with the standard sections: abstract, introduction, method, results, discussion, references, and figures/tables (figures and tables may be embedded in the results or may stand alone). An acknowledgement section is often included as well. The thesis also has a table of contents and a signature page. Students should review recently submitted theses from our program to get a better sense of how the thesis is formatted.

There are university-wide guidelines and regulations for preparing the thesis for e-submission to the library. https://libguides.csusm.edu/thesis_info. These include preparing thesis with ADA regulations in mind. The library can help you with this, but only if you begin the process well in advance of your thesis defense! Note that your final thesis has a signature page. As of Spring 2023, the completed, signed departmental Signature Page will be stored by the Dean's office. The thesis signature page should be routed through the psychology administration office by being sent to Erika Villalobos (evillalobos@csusm.edu) who will work with you to get the committee signatures and to get the final signed page to the Dean's office.

Thesis Progress Chart

The following is a recommended timetable for full-time student progress on the thesis.

First Year
Fall: In regular consultation with the adviser, formulate tentative thesis idea
Spring: Confirmation of thesis committee and development of written thesis proposal
Summer: Finalize thesis proposal

Second Year
Fall: Presentation of thesis proposal (required by Oct. 1 for path B to the thesis)
Proposal approved (advanced to candidacy).
Begin thesis data collection if path A or continue data collection if path B.

Spring/Summer: Continued thesis data collection
Oral defense of written thesis Approval of thesis

Our program allows students to finish all course work in four semesters, and almost all our students do so. However, progress toward the thesis varies a great deal across students. Although we faculty do our best to provide students the moral support and expertise needed to design, carry out, and write the thesis, we cannot supply students with the self-discipline and motivation needed to complete the work. In the end, it is UP TO THE STUDENT to start the thesis, keep it on track, and bring it to final completion. Progress is a student's responsibility.

Theses always require more work than students expect. Typically, an idea must be refined and refined again--and again--over the course of several months before it is ready to be initiated. Almost always, multiple drafts of your written work will be necessary. Some frustration is inevitable, but it can be minimized by proper planning, realistic expectations, and a healthy attitude toward constructive criticism. One of the strengths of our graduate program is that we set high standards for our students. This means more effort and patience is required of you, but the result of your work will be a high-quality thesis of which you can be proud.

We advise students to start thinking about the thesis project in the first semester here. Schedule regular meetings with your adviser to talk over ideas. Ask your adviser to set deadlines if that will be helpful (but do not blame the adviser for your failure to meet the deadlines!). As a graduate student you can no longer afford to think of summers and intersessions (January) as "time off." Rather, those should be times in which you work especially hard on your thesis. We know that most of you must work if you are to pay your bills, but we strongly advise you to keep your work hours at a minimum and to set goals for yourself that include constant progress on your thesis. Let us reiterate: we cannot supply you with the self-discipline and motivation you will need to complete your thesis. In the end, it is UP TO YOU to start your thesis, keep it on track, and bring it to completion.

Publication and Dissemination of Thesis Research

The department strongly encourages students to disseminate thesis research through conference presentations and peer-reviewed publications. Students may develop their thesis with publication in mind and, with advisor approval, may organize portions of the thesis in a manuscript style consistent with a target journal.

However, the master's thesis must remain a substantial, rigorous, and comprehensive scholarly document that meets departmental and university standards for graduate research. The goal of producing a publishable manuscript should not reduce the scope, theoretical development, methodological detail, or scholarly discussion expected of a master's thesis. Because thesis documents are electronically archived by the University Library and journal policies regarding previously disseminated work vary by publisher, students intending to publish thesis research should consult with their advisor and review the policies of prospective journals and the University Library's thesis submission requirements.

P.W. Schultz Outstanding Thesis Award

The P.W. Schultz Outstanding Thesis Award is given each year to a graduate student whose thesis is judged to be an outstanding scholarly contribution to psychology. At the end of

each academic year, faculty who participated in the thesis committees send nominations to Dr. Wes Schultz, Emeritus Professor of Psychology. Theses that have been submitted to the library during that year will be eligible for consideration for the P.W. Schultz Outstanding Thesis Award. The award is meant to honor a student who has produced a truly outstanding thesis. The first step in the process is that the thesis advisor will be asked to rate the student's independence and success in producing the thesis. The thesis will not be considered for the award if the adviser gives a score less than 5 out of 7 on any of the questions, or if the average score across the nine questions is less than 6.0 out of 7. If those thresholds are met or exceeded, the second step of the process is for the other members of the thesis committee to give their opinions, the last of which asks if the thesis merits consideration by Dr. Schultz. If the thesis is to be moved on to the final level of evaluation by Dr. Schultz, both members of the thesis committee must agree to it. The questions asked of the thesis advisor and committee are available in Appendix C.

For each of the nominated theses that are forwarded to him, Dr. Schultz will consider the advisor and committee member scores along with his own reading of the theses. Dr. Schultz will provide the Graduate Coordinator a summary of his opinion of each of these theses, indicating which, if any, he believes is worthy of the award that year. His decision is final. Dr. Schultz is under no obligation to make an award in any given cycle if he feels that none of the nominated theses is worthy of the award. This award will come with a monetary prize each year.

Ethics and Professional Behavior

Students are expected to understand and comply with all ethical standards that apply to scientists in general and psychologists in particular. Violations of ethical standards will be dealt with seriously and in accordance with CSU San Marcos policy. As scientists, we are particularly obligated to avoid scientific misconduct in any form, including plagiarism, data tampering, and other major and minor violations of ethical behavior. Students may also wish to consult the American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct," which can be accessed at http://www.apa.org/ethics/code.html. Also, we expect professional behavior: timely response to all communications, respectful relationships with faculty and mutually supportive relationships with fellow graduate students, involvement in the department and university, maturity in class (e.g., arriving on time, keeping phones stowed at all times, proper and full preparation, etc.), thoughtful consideration of ideas, non-defensive reactions to criticism, etc.

Communication

One very important aspect of professional behavior is prompt communication. Faculty and office staff often need timely responses to emails, and, unlike the "old days" when checking email required you to be at a computer, your smart phones allow you to reply to emails immediately. In other words, there is *rarely* an excuse for delayed responses, and repeated emails should not be necessary. Students should get in the habit of checking email daily. Always use the CSUSM email address for communication. Also, please check your mailbox (SBSB 3220) at least once each day you are on campus. **Respond to any and all professional communication promptly.**

Graduate Assistantships and Grader Positions

Classes in the psychology curriculum that have lab components or are taught as very large lecture sections are eligible for graduate assistants (GA) or graders (ISA), respectively. GA positions are usually 5 hours/week and consist of one or more activities: helping students during class, holding office hours, grading homework or papers, proctoring exams. Graders are limited to grading written assignments in very large lecture classes, and sometimes proctoring exams. GAs sign contracts and are paid 5hr/week (currently at about $17/hour) automatically, in monthly pay checks. Graders keep time sheets that are turned into the psychology office once a month. At the end of the preceding semester, graduate students are asked if they wish to have one or more assignments for the upcoming semester. It is very important to note that graduate students are not allowed to work more than 20 hours/week, total, in these or any other on-campus work settings.

GAs and graders need to take their responsibilities seriously, starting with timely introductions to the faculty members with whom you will be working. You should ask the faculty for specific instructions about what is expected of you. Faculty have been told that they cannot ask GAs for more than 5 hours/week of work from you, and that they cannot "bank" hours. In other words, they cannot ask you to work 10 hours one week because they have not given you any work to do for the preceding week, unless they get your specific agreement to do so. Graders, on the other hand, usually work few or no hours some weeks, and lots of hours on other weeks, when assignments have just been turned in and need to be graded. Graders should ask faculty to be very clear about when they will need your time, so that you can adjust your schedule in order to accommodate the grading. However, no faculty member should expect a student to spend more than 20 hours grading in any given week. That said, it is up to *you* to initiate questions about what expectations the professor has and/or any concerns you have about meeting those expectations.

We occasionally hear from a professor that a GA or grader is not fulfilling her/his obligations (e.g., cancelling office hours, doing a poor job of grading assignments, returning graded assignments late, or failing to respond in a timely fashion to communications). **This is absolutely unacceptable**. Your work as a GA or grader is a professional position that must not be taken lightly.

Evaluations

For graduate students who work as GAs and ISAs, evaluations will be sent to faculty responsible for managing the relevant courses at the end of the semester. Responses will be collected and shared with graduate student advisors and the graduate coordinator. These evaluation will be primarily used to provide GAs and ISA academic student employees with feedback to improve upon their assigned duties. Evaluations will also provide faculty evaluators with information for the periodic evaluation of departmental GAs and ISAs and the appropriate administrators with representative documentation to potentially base reappointment and other personnel actions relating to the academic student employees. GAs and ISAs are Unit 11 student employees and as such, evaluations are subject to policies set forth in Article 8 of their CBA. As of 2025, the evaluation process and policies under development.

Financial Aid

Regulations regarding financial aid qualifications and disbursement can be confusing and change

often. We in the Psychology Department do not know all of these regulations. For example, for most purposes graduate students are considered full time if they are enrolled in at least 6 units. However, there are exceptions.Therefore, students should consult the Financial Aid Office regarding eligibility and any other questions having to do with loans, scholarship, grants, etc.

Faculty Research Interests

AY 2026-2027

* denotes a CSUSM Psychological Science graduate student

Nancy G. Caine, Ph.D. (University of California, Davis) (ncaine@csusm.edu) Comparative psychology; evolutionary basis of behavior; behavior of nonhuman primates; captive animal welfare; biological conservation; antipredator and sensory adaptations in mammals.

*Jensen, C.H., & Caine, N.G. (2021). Preferential snake detection in a simulated ecological experiment. American Journal of Biological Anthropology (formerly American Journal of Physical Anthropology), 175(4), 895-904 https://doi.org/10.1002/ajpa.24224

*Castaneda, M.C., & Caine, N.G. (2025). Seeing is believing: Repeated exposure to animals in anthropomorphic contexts promotes desire for exotic pets. *Society and Animals*, advance online publication, 1-18. https://doi:10.1163/15685306-bja10236

Dr. Caine is <u>not</u> taking new graduate students in the current admission cycle

Haylee K. DeLuca Bishop, Ph.D. (Kent State University) (hdelucab@csusm.edu) Developmental psychology; peer, romantic, and sexual relationships in adolescence and young adulthood; the role of close relationships in college adjustment; the impact of family transitions and dissolutions on adolescent and young adult outcomes; measurement and methodology for developmental and dyadic data.

*Hawkins, S. E. & DeLuca Bishop, H. K. (2025). Dating App Use and Motivations in Emerging Adulthood. *Sexuality & Culture, 29*(5), 2397-2415.

DeLuca Bishop, H. K., Baker, E. A., & van Dulmen, M. H. (2023). The role of friends and romantic partners in college-attending emerging adults' engagement and GPA. Emerging Adulthood, 11(1), 221-233. https://doi.org/10.1177/21676968221106140

Francisco J. Flores Ramirez, Ph.D. (University of Texas at El Paso) (ffloresramir@csusm.edu) Neurobiology of substance use disorders; alcohol use disorder; drug-seeking behavior induced by cues, stress, and drug priming; neurobehavioral basis of relapse vulnerability; relapse prevention; behavioral pharmacology.

Flores-Ramirez, F.J., Illenberger, J.M., Pascasio, G., Terenius, L., & Martin-Fardon, R. (2024). LY2444296, a -opioid receptor antagonist, selectively reduces alcohol drinking in male and female Wistar rats with a history of alcohol dependence. Scientific Reports, 14(1), 5804. https://doi.org/10.1038/s41598-024-56500-9

Flores-Ramirez, F.J., Varodayan, F.P., Patel, R.R., Illenberger, J.M., Di Ottavio, F., Roberto, M., & Martin-Fardon, R. (2023). Blockade of orexin receptors in the infralimbic cortex prevents stress-induced reinstatement of alcohol-seeking behavior in alcohol dependent

rats. *British Journal of Pharmacology, 180*(11), 1500-1515. https://doi.org/10.1111/bph.16015

Gerardo M. González, Ph.D. (California School of Professional Psychology, Fresno) (ggonz@csusm.edu) Clinical psychology; multicultural mental health issues, computer-assisted psychological assessment, prevention/treatment of depression, and computer- assisted teaching tools.

González, G.M. (2025). Abnormal psychology: Intersections (2nd Ed). Dubuque, IA: Great River Learning.

Muñoz, R.F., González, G.M., et al. (2016). Depression prevention and treatment interventions: Evolution of the San Francisco Latino Mental Health Research Program. In N. Zane, G. Bernal & F.T.L. Leong (Eds.), Evidence-based psychological practice with ethnic minorities: Culturally informed research and clinical strategies. American Psychological Association. Washington, D.C.

Dr. González is <u>not</u> taking new graduate students in the current admission cycle

Lisa V. Graves, Ph.D. (San Diego State University/University of California San Diego) (lgraves@csusm.edu) Neuropsychology; cognitive aging; mild cognitive impairment; Alzheimer's disease and related dementias (ADRD); evaluating the utility of neuropsychological and functional measures to improve diagnostic accuracy across the ADRD continuum, and identifying risk and protective factors for cognition and daily functioning, in culturally diverse populations.

Graves, L. V., *Lozano, J., *Vergonia, L., & Ortega, P. (2024). Depression symptoms moderate associations between daily functioning and neuropsychological performance in Mexican American adults. Archives of Clinical Neuropsychology. Online ahead of print. https://doi.org/10.1093/arclin/acae100.

Graves, L. V., Beacham, D., Sawitzky, N., *Lozano, J., *Weberg, M., Hernandez, E., Reyes, K., Sarsar, D., *Vergonia, L., & *Conaway, Z. (2023). Informant sex/gender moderates associations between reported functioning and memory performance in Mexican American adults. The Clinical Neuropsychologist, 38(3), 715-737. https://doi.org/10.1080/13854046.2023.2246669.

Alex C. Huynh, Ph.D. (University of Waterloo, Canada) (ahuynh@csusm.edu) (www.huynhlab.com) Social and cultural psychology, cultural change, wisdom and intellectual humility, ethnic diversity and intergroup relations, social class and social inequality, first-generation college student experiences

Huynh, A. C., & Gonzalez, R. R. (2024) The fine line between intellectual humility and arrogance: Perceiving humility among the intellectually humble and narcissistic. The Journal of Positive Psychology. https://doi.org/10.1080/17439760.2023.2230455

Huynh, A. C., & Grossmann, I. (2020). Rising ethnic diversity in the United States accompanies shifts toward an individualistic culture. Social Psychological and Personality Science. https://doi.org/10.1177/1948550620967230

Allison Jobin, Ph.D., BCBA-D (University of California, San Diego) (ajobin@csusm.edu) Implementation science; clinical child psychology; autism spectrum disorder, with a focus on examining methods to promote the delivery of high-quality interventions in community-based settings and adaptations to improve fit within varied contexts.

Jobin, A., Stahmer, A. C., Camacho, N., May, G. C., Gist, K., & Brookman-Frazee, L. (2024). Pilot feasibility of a community inclusion preschool program for children with autism. Journal of Early Intervention, 46(2), 239-254. https://doi.org/10.1177/10538151231217483

Brookman-Frazee, L., Lau, A., Roesch, S., Jobin, A., Chlebowski, C., Mello, M., Caplan, B., Naar, S., Aarons, G. A., & Stahmer, A. (2025). Effectiveness of multi-level implementation strategies for autism interventions: Outcomes of two linked hybrid type 3 implementation trials. Journal of the American Academy of Child and Adolescent Psychiatry. https://doi.org/10.1016/j.jaac.2025.01.003

Sasha Y. Kimel, Ph.D. (University of Michigan) (skimel@csusm.edu) (www.kimellab.com) Social and cultural psychology; culture and identity; intergroup relations and conflict; prejudice and dehumanization; moral emotions and social judgment; cultural narratives and social perception; experimental and cross-cultural research on group processes and social conflict.

Kimel, S. Y., Kunst, J. R., Uenal, F., & Kim, V. (2026). 'They're eating our pets!': When disgust and perceived cruelty combine to heighten prejudice. *The British Journal of Social Psychology*, *65*(2), e70063. https://doi.org/10.1111/bjso.70063

Kimel, S. Y., Bierwiaczonek, K. M., Obaidi, M., Foeman, A., Lawton, B., Sidanius, J., & Kunst, J. R. (2024). Finding your roots: Do DNA ancestry tests increase racial (in)tolerance? *Journal of Experimental Psychology: Applied, 30*(1), 120-134. https://doi.org/10.1037/xap0000488

Hyunjin J. Koo, Ph.D. (University of California, Irvine) (hkoo@csusm.edu) social class, social mobility, economic inequality, attitudes toward work and leisure, social psychology, cultural psychology.

Koo, H. J., Piff, P. K., & Shariff, A. F. (2023). If I could do it, so can they: Among the rich, those with humbler origins are less sensitive to the difficulties of the poor. Social Psychological and Personality Science, 14(3), 333-34. https://doi.org/10.1177/19485506221098921

Koo, H. J., Piff, P. K., Moskowitz, J. P., & Shariff, A. F. (2024). System circumvention: Dishonest-illegal transgressions are perceived as justified in non-meritocratic societies. British Journal of Social Psychology, 63(4), 1565-1586. https://doi.org/10.1111/bjso.12737

Sabrina Liu, Ph.D. (University of California, Santa Barbara) (sliu@csusm.edu) Clinical/counseling psychology; developmental psychology; stress, trauma, and resilience across development; mental health disparities; perinatal, child, and adolescent mental health; prevention and intervention science; community-engaged research; adverse childhood experiences (ACEs)

Liu, S. R., Lindert, N. G., Maxwell, M. Y., & Glynn, L. M. (2026). Racism-related developmental origins of mental health: A conceptual model and scoping review. *Nature Mental Health.* https://doi.org/10.1038/s44220-026-00611-x

Liu, S.R., Taylor Lucas, C., Maxwell, M.Y., Lindert, N.G., Vargas, V.M., Cooper, D., Golden, C., Weiss, M. & Glynn, L.M. (2025). Provider and parent perspectives about pediatric clinic screening for ACES and unpredictability for research on early life adversity. *Health Education & Behavior.* https://doi.org/10.1177/10901981251342791

Aleksandria Perez Grabow, Ph.D. (University of Oregon) (agrabow@csusm.edu). Clinical/counseling psychology; developmental psychology; media psychology; understanding the long-term outcomes of trauma and violence exposure through an ecological framework.

Perez Grabow, A., & Becker-Blease, K. (2023). Acquiring psychopathy and callousness traits: Examining the influence of childhood betrayal trauma and adult dissociative experiences in a community sample. Journal of Trauma & Dissociation, 24(2), 268-283. https://doi.org/10.1080/15299732.2023.2168827

Perez Grabow, A., Khurana, A., Natsuaki, M. N., Neiderhiser, J. M., Harold, G. T., Shaw, D. S., Ganiban, J. M., Reiss, D., & Leve, L. D. (2017). Using an adoption–biological family design to examine associations between maternal trauma, maternal depressive symptoms, and child internalizing and externalizing behaviors. Development and Psychopathology, 29(5), 1707-1720. https://doi.org/10.1017/S0954579417001341

Janice N. Phung, Ph.D. (University of California, Irvine) (jphung@csusm.edu) Developmental psychology; developmental processes in youth with Autism Spectrum Disorder (ASD) and their families; challenges in ASD on the family/community systems; well-being outcomes and inclusion

*Guadarrama, S., & Phung, J.N. (2025). "Family over everything": Understanding the relationship between cultural orientation and neurotypical-ASD sibling relationships in emerging adulthood in the United States. *Journal of Child & Family Studies*, 1-18.https://doi.org/10.1007/s10826-025-03171-3

*Wang, P., Tipton-Fisler, L. A., & Phung, J. N. (2022). College students' perceptions of peers with autism. *Contemporary School Psychology*, 27(3), 523-533. https://doi.org/10.1007/s40688-022-00416-6

Kim Pulvers, PhD, MPH (University of Kansas) (kpulvers@csusm.edu) (http://pulverslab.weebly.com/) Clinical health psychology; cannabis and tobacco behavioral research; psychological approaches to tobacco control

Pulvers, K., Nordskog, A. B., Shearer, H., Smith, C., Stewart, S. L., Novotny, T. E., & Tong, E. K. (2025). Modifying tobacco and cannabis waste perceptions and behavior among young adults: Protocol for a randomized controlled trial. *JMIR Research Protocols*, *14*(1), e79525.

Pulvers, K., Tracy, L., Novotny, T. E., Satybaldiyeva, N., Hunn, A., Romero, D. R., ... & Oren, E. (2023). Switching people who smoke to unfiltered cigarettes: perceptions, addiction and behavioural effects in a cross-over randomised controlled trial. Tobacco Control, 32(4), 520-523. https://doi.org/10.1136/tobaccocontrol-2021-056815

Carlos E. Rosas, Ph.D. (University of Illinois Chicago) (crosas@csusm.edu) Social psychology; community psychology; health psychology; community-based participatory research; men's health; social determinants of health among Latinx individuals, immigrants, and other minoritized populations; psychological distress and resilience factors as moderators or mediators of the relationship between adverse social conditions (e.g., discrimination, undocumented status, low SES) and cardiometabolic health outcomes; health behavior interventions; inter- and intra-group relations.

Rosas, C. E., Pirzada, A., Durazo-Arvizu, R., Perreira, K. M., Gallo, L. C., Talavera, G. A., ... & Sanchez-Johnsen, L. A. (2025). Prospective association between depressive symptoms and incident hypertension: Results from the Hispanic Community Health Study/Study of Latinos. Journal of Affective Disorders, 379, 559-566. https://doi.org/10.1016/j.jad.2025.03.034

Rosas, C. E., Hsueh, L., Konsor, M., Rosman, L., & Sanchez-Johnsen, L. (2025). Body mass index, body satisfaction, and body image discrepancy among Latinx men: Implications for Latinx-centered cancer and diabetes risk reduction interventions. Journal of Latinx Psychology, 13(1), 55–67. https://doi.org/10.1037/lat0000268

Yasmine Sherafat, **Ph.D**. (University of California, Irvine) (ysherafat@csusm.edu) Behavioral neuroscience; addiction neuroscience; learning and memory; developmental neuroscience; using behavioral neuroscience techniques in mouse models such as intravenous self-administration, immunohistochemistry, and conditioned place preference to understand the biological basis of addiction disorders with an emphasis on learning and memory.

Sherafat, Y., Chen, E, Lallai, V., Bautista, M., Fowler, J., Chen, Y. C., Miwa, J., & Fowler, C.D. (2021). Differential expression patterns of Lynx proteins and involvement of Lynx1 in prepulse inhibition. Frontiers in Behavioral Neuroscience, 15. https://doi.org/10.3389/fnbeh.2021.703748

Sherafat, Y., Bautista, M., Fowler, J., Chen, E., Ahmed, A., & Fowler, C.D. (2020). The interpeduncular-hippocampal pathway mediates active stress coping and natural reward. eNeuro. https://doi.org/10.1523/ENEURO.0191-20.2020

Kimberly E. Vanderbilt, Ph.D. (University of California, San Diego) (kvanderbilt@csusm.edu) (https://faculty.csusm.edu/kvanderbilt/). Social cognitive development, developmental psychology, the development of skepticism in children, children's understanding of other people's thoughts and intentions, children's understanding of deception from other people and advertisements, children's understanding of sharing and fairness, moral development, sociocultural influences on development.

Vanderbilt, K. E., Rizzo, M. T., & *Blankenship, J. (2023). Preschoolers selectively trust and they selectively share based on their past accuracy and intentions. Journal of Experimental Child Psychology, 228, 105610. https://doi.org/10.1016/j.jecp.2022.105610.

Vanderbilt, K. E. & *Andreason, C. (2022). The influence of popular media characters on children's object choices. British Journal of Developmental Psychology, 41(1), 1-12. https://doi.org/10.1111/bjdp.12434.

Carrick Williams, Ph.D. (Michigan State University) (cawilliams@csusm.edu) (http://faculty.csusm.edu/cawilliams). Cognitive psychology; visual search; attention; memory; eye movements; scene and object perception.

*Plano, A. & Williams, C. C. (2025). Does object-to-scene binding depend on object and scene consistency? Attention, Perception, & Psychophysics. https://doi.org/10.3758/s13414-025-03037-2

Williams, C. C. (2020). Looking for your keys: The interaction of attention, memory, and eye movements in visual search. In K. Federmeir & E. R. Schotter (Eds.) Psychology of Learning and Motivation: Gazing Toward the Future: Advances in Eye Movement Theory and Applications, 73, 195 – 229. https://doi.org/10.1016/bs.plm.2020.06.003

Dr. Williams is <u>not</u> taking new graduate students in the current admission cycle

Yu Zhang, Ph.D. (University of California, Santa Cruz) (yzhang@csusm.edu) Developmental, cognitive, cultural, and educational psychology; children's learning experience in diverse sociocultural contexts; parent-child interaction; cognitive development from infancy to middle childhood (e.g., analogical reasoning, early math/spatial understanding); learning beliefs and motivation in children and adolescents.

Zhang, Y., & Wang, S. (2026). Cultural variation in parental use of relational language: Chinese-immigrant and European-American families with 3-year-olds. *Journal of Cognition and Development*, 1–22. https://doi.org/10.1080/15248372.2026.2654447

Zhang, Y., Wang, S.-H., & Duh, S. (2021). Directive guidance as a cultural practice for learning by Chinese-heritage babies. *Human Development*, *65*(3), 121–138. https://doi.org/10.1159/000517081

Appendix A
Protocol and Rubric for Assessing Writing in the First Year

PSYC 600, Contemporary Issues in Psychology, is a course in which all new graduate students must enroll in their first semester. The students write a 12–20-page literature review for this course, and we will use this paper to conduct an assessment of student writing skills (the "GWAR"). The students will be assessed by the instructor of PSYC 600 and the member of the faculty who serves as the student's adviser, or, if those are the same person, another member of the faculty will be selected to do the assessment along with the PSYC 600 instructor. If there is considerable disagreement between the judges a third member of the faculty will read the paper. Faculty may meet to reach consensus on final scores. The GWAR assessment is intended to evaluate a student's independent writing abilities. Consistent with University policy, faculty members may clarify procedural questions about the assessment but may not provide feedback, editing, revision suggestions, or substantive assistance on papers submitted for GWAR evaluation.

The papers will be scored using the rubric below.

A student who fails to pass the GWAR on the first attempt will be assessed again at the end of the spring of her/his first year. The assessment will be based on the term paper required in the graduate seminar (which all first year students must take) offered in that semester. The instructor of the seminar and the student's adviser or the graduate coordinator will conduct the assessment. Should the student fail again, the student's term paper from the next seminar (the fall semester of the student's second year) will be used for evaluation, as described above.

If the student fails to pass the GWAR after the third attempt, s/he will be dropped from the program. Failure to reach a minimum level of proficiency in writing by the second year suggests that the student will not be successful in writing her/his thesis proposal or thesis. In addition, a student must pass the GWAR before his/her thesis proposal is presented to the faculty.

Writing assessment rubric

Student's name _____ Total score _____

The minimal acceptable combined score from all of the four (I-IV) sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a 2.5 average for all sections.

I. Use of APA Style and Appropriate Discipline-Specific Language	
4	The paper consistently models the language and conventions used in the scholarly literature in Psychology. The manuscript would meet the guidelines for submission for publication in an APA journal.
3	With some exceptions, the paper demonstrates competence in documenting sources. The reference section is almost free from errors in APA style. Correct discipline-specific language is used.
2	There are more than occasional lapses and/or errors in the use of APA style, and/or in the use of discipline-specific language.

1	The paper does not consistently follow APA style for crediting and/or providing full citations of sources and/ or fails to demonstrate familiarity with discipline-specific language.
Comments	

II. Grammar, Mechanics, and Transitions	
4	The paper is nearly error-free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions and subheadings aid the reader in following the writer's logic.
3	While there are minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with comprehensibility. Transitions and organizational structures, such as subheadings, are effectively used and help the reader move from one point to another.
2	Grammatical conventions are generally used, but there are notable inconsistencies and errors. There may be poor or improper use of headings and related features to keep the reader on track within the topic. Transitions are sometimes awkward.
1	Frequent errors in spelling, grammar, sentence structure, and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point. Weak transitions or logical gaps occur between topics.
Comments	

III. Breadth of Content	
4	In addition to meeting the requirements for a "3," the paper raises some important issues or ideas that go beyond those discussed in the literature that was cited.
3	The topic is focused while also being appropriately comprehensive. The paper is the appropriate length and has an adequate number of sources.
2	Major issues related to the topic are ignored or inadequately explored. There may be use of or over-reliance on less suitable sources (non-peer reviewed literature, web information, older sources when newer publications are available, etc.)
1	The paper lacks thematic coherence. Weakness is evident in the coverage of the field.
Comments	

IV. How the Content is Discussed: Integration and Analysis	
4	In addition to meeting the requirement of a "3," the paper presents the topic in an unusually sophisticated way. Various, and possibly conflicting, opinions/results are identified and woven together.

3	The student provides appropriate assessments and analysis. Major topics are expanded upon and integrated in a logical manner. The paper is interesting and holds the reader's attention.
2	Linkages among topics may not be clearly drawn and there is limited analysis of the literature beyond the obvious. There is relatively little expansion of main points. Important lapses in necessary explanation are apparent.
1	The paper is primarily limited to simply listing, categorizing, and summarizing topics and relies mostly on paraphrasing from the sources it cites.
Comments	

Appendix B
Thesis Proposal Extension Request

Petition for Extension to the Thesis Proposal Deadline

Student Name: _____ Student ID:_____

Semester entered the MA program: _____ Thesis Chair:_____

Topic of the Thesis:_____

Our MA program requires that students must formally propose their thesis to the faculty in the fourth semester of course work in order to remain in the program. Any exception to this rule requires a circumstance that meets all the following criteria:

1. It made it impossible for the student to make the expected progress
2. It is out of the student's control
3. It is an ongoing/chronic/longer-term condition or event or situation

For example, a chronic or ongoing illness or disability that interferes with either the student's or the advisor's daily functioning would qualify. However, a brief/acute illness, no matter when in the four semesters it occurs, would not qualify. Another example would be if a piece of equipment that is necessary for the piloting of the planned thesis project becomes unavailable for a significant period of time. Another example would be if pilot data suggest that the planned thesis requires a major overhaul to make a meaningful contribution to the literature. Note that the foregoing are intended merely as examples, and not as an exhaustive list of circumstances that might be judged to warrant an exception. However, students should understand that proposing the thesis by the end of the 4th semester is expected under all but the most unusual circumstances, and approval of requests for exceptions is by no means guaranteed. A positive recommendation from the thesis chair and the Graduate Program Coordinator is required for approval (committee members' comments are advisory). The student should fill out Part 1 of the form and return it to the thesis chair. The chair fills out the chair's section and then circulates the form to the thesis committee members for their signatures and optional comments in Part 2. As the final step the chair sends the form to the Graduate Coordinator for approval in Part 3. The Graduate Coordinator will inform all parties of the final decision. IF APPROVED, THE DEADLINE WILL BE EXTENDED TO NO LATER THAN THE END OF THE FIFTH SEMESTER. Please check the Grad Handbook for rules that apply to the date that you need to have your draft to your committee in order to propose in the fall semester.

PART 1 (Student fills out): In the space below, please explain why you believe you should be granted an
exception to this deadline, with enough detail to support that your situation meets all three tests above.

Student's Signature:_____ Date: _____

PART 2 (Thesis Chair and committee members fill out):

Thesis Chair's comments on the student's petition (required).

Thesis Chair's recommendation (choose one option):
___ I recommend that this petition be approved by the Graduate Program Coordinator
___ I recommend that this petition NOT be approved by the Graduate Program Coordinator

Thesis Chair's Signature:_____Date: _____

Committee Member #1 comments on the student's petition (optional):

Committee Member #1 recommendation (choose one option):
___ I recommend that this petition be approved by the Graduate Program Coordinator
___ I recommend that this petition NOT be approved by the Graduate Program Coordinator
___ I abstain from making a recommendation.
Committee Member's Signature:_____ Date: _____

Committee Member #2 comments on the student's petition (optional):

Committee Member #2 recommendation (choose one option):
___ I recommend that this petition be approved by the Graduate Program Coordinator
___ I recommend that this petition NOT be approved by the Graduate Program Coordinator
___ I abstain from making a recommendation.

Committee Member's Signature:_____ Date: _____

PART 3 (Graduate Program Coordinator fills out):

Comments:

Graduate Program Coordinator decision:
___I approve this request
___I DO NOT approve this request

Graduate Program Coordinator Signature _____ Date: _____

Appendix C

P.W. Schultz Outstanding Thesis Award Evaluation Items

Questions for the advisor

The P.W. Schultz Outstanding Thesis Award is meant to honor a student who has produced a truly outstanding thesis. From your perspective as advisor, please answer the following nine questions about your student's thesis. To be considered for the award, there must be no score less than 5 and the average score across the nine questions must be at least 6.0. If your ratings meet these thresholds, the other members of the thesis committee will be asked to give their opinions.

Question 1

Grad students are expected to participate meaningfully with the advisor in the development of the thesis idea. They should be able to search the literature to identify thesis ideas, generate ideas on their own (even if many of these turn out to be not feasible for one reason or another), discuss ideas with the advisor productively, etc. A student who did not show independence in developing thesis ideas relied almost completely on the advisor to suggest, investigate, and formulate the eventual idea. A student who exhibited a great deal of independence was one who suggested idea(s) to the advisor, took steps without prodding to thoroughly investigate that idea(s) in the literature, and fleshed out the idea once it was identified.

Considering the student's independence in <u>developing the thesis idea</u>, please rate the student on a 1-7 scale from 1 (not independent) – 4 (moderately independent) – 7 (very independent)

Question 2

Grad students are expected to participate meaningfully with the advisor in determining the method by which the thesis will be carried out. They should be able suggest experimental designs, identify/create necessary equipment or other items (e.g., questionnaires) that are required for the procedure, and anticipate and help solve potential problems such as confounds and IRB/IACUC concerns. A student who was not independent in this way relied almost solely on the advisor to determine the method that would be appropriate for testing the hypotheses/questions. A student who exhibited a great deal of independence was one who was able to conceptualize the design with minimal assistance and identify the procedural steps that would need to be followed.

Considering the student's independence in <u>determining the method</u> for the thesis, please rate the student on a 1-7 scale from 1 (not independent) – 4 (moderately independent) – 7 (very independent)

Question 3

Grad students are expected to take responsibility for data analysis. To the extent that they need help, they should do so after having identified and attempted to understand what statistical and other analytic steps are appropriate. They should be extremely diligent in data cleaning and data entry. A student who failed to show independence in this way is one who relied almost completely on the advisor or other faculty to identify the appropriate analyses and needed significant help in interpreting the output of the analyses. They may have failed to detect errors in the data that they should have "caught," or they may have entered the data inappropriately. A student who showed a great deal independence is one who identified (at least tentatively) the best

analyses, took steps to teach themselves how to do those analyses, and were mostly self-sufficient in making sense of the output from statistical analyses.

Considering the student's independence in data analysis for the thesis, please rate the student on a 1-7 scale from 1 (not independent) – 4 (moderately independent) – 7 (very independent)

Question 4
Grad students are expected to understand and contextualize their results with respect to their hypothesis/research questions and in light of relevant literature. If their results were not as predicted, they should be able to generate explanations. If the results were as expected, they should find ways to elaborate on explanations beyond what was in the introduction. They should present the advisor with ideas about how the discussion section will best be organized, such that the advisor is mostly providing guidance instead of taking the lead. Students who are not independent in understanding and contextualizing their results depend heavily and primarily on direction and interpretations offered by the advisor.

Considering the student's independence in understanding and contextualizing their results, please rate the student on a 1-7 scale from 1 (not independent) – 4 (moderately independent) – 7 (very independent)

Question 5
Graduate students almost always need help with writing, but some have such problems with mechanics and/or organization that the thesis advisor must repeatedly suggest significant changes to language, transitions, and structure across most or all parts of the thesis. The student is very dependent on such assistance. A student whose thesis is written independently is able to present the advisor with well-constructed drafts to which the advisor can respond without having to engage in very time-consuming editing.

Please rate the student's independence in writing their thesis on a 1-7 scale from 1 (not independent) – 4 (moderately independent) – 7 (very independent)

Question 6
Graduate students are expected to react to advisor guidance in a timely and effective manner. Graduate students who do not follow through, or fail to do so in accordance with reasonable time frames, make it necessary for advisors to repeat instructions, send duplicate emails, remind the student of meetings and deadlines, etc. Students who follow through do so with minimal prodding.

Please rate the student's follow-through on a 1-7 scale from 1 (poor follow through) – 4 (moderate follow through) – 7 (excellent follow through)

Question 7
All theses require significant work and effort, but theses improve in quality when students go beyond what is just "necessary" to put in extra effort and do more work than is required. Students vary in the degree to which they willingly, without prodding from the advisor or committee, put forth that extra effort and cope successfully with workload demands.

Considering the amount of extra effort and work the student put into the thesis, please rate the student on a 1-7 scale from 1 (minimal extra effort and work) – 4 (moderate extra effort and work) – 7 (exceptional extra effort and work)

Question 8
While all theses should have potential to contribute to the literature, some theses have clear potential for making an impact in the field due to their innovative research questions, methods, and/or results.

Please rate this thesis in terms of potential impact in the field on a 1-7 scale from 1 (low potential impact) – 4 (moderate potential impact) – 7 (high potential impact)

Questions 9 and 10
The oral thesis defense should be very well organized, produced and rehearsed. Slides should be effective, and use of notes should be minimal. Students should not exceed for fail to meet the time (20 minutes) set aside for the oral presentation. Most students stumble on some questions from the audience, but they should be able to address most questions appropriately. Students who only minimally exceed the threshold for passing the thesis defense are those who struggle to show that they have a good mastery of their thesis research and/or may not have delivered a well-developed presentation.

Please rate the production, organization, and delivery of the PowerPoint slides at the student's defense on a 1-7 scale from 1 (poor) – 4 (average) – 7 (excellent)

Please rate the student's success at answering questions at the defense on a 1-7 scale from 1 (poor) – 4 (average) – 7 (excellent)

Questions for the Thesis Committee Members (other than the advisor)
The thesis advisor for this student has expressed the opinion that the thesis meets at least minimum criteria to be considered for the P.W. Schultz Outstanding Thesis Award. However, both members of the thesis committee must also agree that this thesis deserves to be moved on to the final level of evaluation, which will be done by Dr. Schultz. Please answer the following questions. Your answers will remain anonymous and will only be seen by the Graduate Coordinator and, if the thesis passes this level of review, by Dr. Schultz.

Question 1
Committee members have variable amounts of input to the thesis. If you have the basis for judging the student on the following question, please do so. You may choose the N/A option if you feel you have insufficient basis for judgement. Graduate students are expected to react to and follow through with committee member guidance in a timely and effective manner. Students who follow through do so with minimal prodding.

Please rate the student's follow-through on a 1-7 scale from 1 (poor follow through) – 4 (moderate follow through) – 7 (excellent follow through). You may indicate N/A if there was an insufficient basis to judge.

Question 2

While all theses should have potential to contribute to the literature, some theses have clear potential for making an impact in the field due to their innovative research questions, methods, and/or results.

Committee members vary in how knowledgeable they are about the topic of the thesis. If you have the basis for judging the thesis on the following question, please do so. You may choose the N/A option if you feel you have insufficient basis for judgement.

Please rate this thesis in terms of potential impact in the field on a 1-7 scale from 1 (low potential impact) – 4 (moderate potential impact) – 7 (high potential impact). You may indicate N/A if there was an insufficient basis to judge.

Question 3
Clarity of writing. A clearly written thesis is easy to read and understand. Organization and writing mechanics (e.g., transitions, grammar, punctuation, sentence structure, etc.) are very good. There are appropriate uses of heading and subheadings. APA format is consistently and correctly used.

Please rate the overall clarity of the writing in this thesis on a 1-7 scale from 1 (low clarity) – 4 (moderate clarity) – 7 (very high clarity).

Questions 4 and 5
The oral thesis defense should be very well organized, produced and rehearsed. Slides should be effective, and use of notes should be minimal. Students should not exceed for fail to meet the time (20 minutes) set aside for the oral presentation. Most students stumble on some questions from the audience, but they should be able to address most questions appropriately. Students who only minimally exceed the threshold for passing the thesis defense are those who struggle to show that they have a good mastery of their thesis research and/or may not have delivered a well-developed presentation.

Please rate the production, organization, and delivery of the PowerPoint slides at the student's defense on a 1-7 scale from 1 (poor) – 4 (average) – 7 (excellent)

Please rate the student's success at answering questions at the defense on a 1-7 scale from 1 (poor) – 4 (average) – 7 (excellent)

Question 6
Overall quality of the thesis. Unlike the thesis advisor, thesis committee members don't usually know all that has gone into the conception, development, execution, analysis, and writing of the thesis. However, committee members carefully read one or more drafts of the thesis and are in a position to comment on the document's overall quality. A high-quality thesis reflects excellent work by the student in the conception, development, execution, analysis, and writing of the thesis.

To the extent that you can make this judgement based on your role as a committee member, please rate the overall quality of the thesis document on a 1-7 scale from 1 (low quality) – 4 (moderate quality) – 7 (very high quality)

Question 7

The PW Schultz Outstanding Thesis Award is meant to honor a truly outstanding thesis each year. Do you believe that this thesis merits consideration for this award by Dr. Schultz?

Yes No